DOCUMENT RESUME

ED 070 686 SO 002 959

AUTHOR	Schrager, Donald M.
TITLE	Empire to Commonwealth: The British Imprint. Social Studies: 6478.18.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	55p.; Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Behavioral Objectives; Cross Cultural Studies; Cultural Background; Curriculum Guides; *European History; Grade 7; Grade 8; Grade 9; Junior High Schools; Resource Guides; *Social Studies Units; Teaching Techniques; Western Civilization
IDENTIFIERS	Florida; Great Britain; *Quinmester Program

ABSTRACT

This unit is designed to give students insight into the British contribution to civilization with study emphasis on those nations that have had political, economic and cultural ties to Great Britain. Geographic and historic factors are outlined as background for study of the development of cultures of the British Isles, India, Kenya, Australia, New Zealand, Canada, and the United States. Objectives for each of the goals of the course and suggested learning activities for each area of study are outlined. A bibliography of recommended instructional materials is included. (SHM)

ED 070686

SO
N-LJ

FILMED FROM BEST AVAILABLE COPY

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SO 002 959

EMPIRE TO COMMONWEALTH

THE BRITISH IMPRINT

6478.18
6470.39

SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 070686

SOCIAL STUDIES

EMPIRE TO COMMONWEALTH

THE BRITISH IMPRINT

6478.18
6470.39

by

Donald M. Schrager

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

Price: $.75

INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF THE BASIC ELEMENTS DEVELOPED IN THE ENGLISH CULTURE AND THEIR DIFFUSION INTO VARIOUS CULTURES AROUND THE WORLD AS THESE COUNTRIES BECAME PART OF THE BRITISH EMPIRE. THE BRITISH ISLES, INDIA, KENYA, AUSTRALIA, NEW ZEALAND AND CANADA SHOULD BE STUDIED, ENDING WITH THE DEVELOPMENT OF THE AMERICAN CULTURE, PROVIDING THE STUDENT WITH A DEEPER UNDERSTANDING OF THE FACTORS THAT HAVE HELPED TO SHAPE HIS OWN CULTURE.

CLUSTER: World Studies
GRADE LEVEL: 7 - 9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: THIS COURSE IS DESIGNED TO GIVE STUDENTS INSIGHT INTO BRITISH CONTRIBUTIONS TO CIVILIZATION IN GENERAL AND ESPECIALLY TO THOSE NATIONS THAT HAVE HAD POLITICAL, ECONOMIC AND CULTURAL TIES TO GREAT BRITAIN.....INCLUDING OUR OWN UNITED STATES.

COURSE GOALS:

1. STUDENTS WILL EXAMINE AND ANALYZE VARIOUS GEOGRAPHIC AND HISTORIC FACTORS THAT HAVE HELPED MOLD GREAT BRITAIN INTO ONE OF THE MOST IMPORTANT INFLUENCES OF WESTERN CIVILIZATION.

2. STUDENTS WILL INVESTIGATE THE EXPANSION OF THE BRITISH EMPIRE THROUGHOUT THE CONTINENTS OF THE WORLD AND EVALUATE THE STRATEGIC AND ECONOMIC IMPORTANCE OF EACH PART THEREOF.

3. STUDENTS WILL FORMULATE HYPOTHESES AS TO HOW CERTAIN ECONOMIC AND NATIONALISTIC FACTORS HAVE BROUGHT ABOUT MAJOR CHANGES IN THE RELATIONSHIP BETWEEN GREAT BRITAIN AND HER FORMER COLONIES AND DOMINIONS.

4. STUDENTS WILL CONTRAST THE FUNCTIONS OF YESTERYEAR'S COLONIAL EMPIRE WITH TODAY'S COMMONWEALTH OF NATIONS AND ESTIMATE BRITISH INFLUENCE UPON THE GROWTH AND DEVELOPMENT OF EACH MEMBER NATION.

5. STUDENTS WILL EXAMINE DIFFERENT CULTURAL FACTORS AND EVALUATE THE EXTENT TO WHICH BRITISH INFLUENCE HAS LEFT ITS MARK UPON WESTERN CIVILIZATION, INCLUDING OUR OWN NATION.

COURSE OUTLINE:

I. The British Isles

A. Geography
B. Historic Background
C. Government Development
D. Reformation

II. Britannia Rules the Waves

A. Colonialism and Expansion
B. American Colonies
C. India and other Asian Colonies
D. Australia and New Zealand
E. African Colonization

III. Economic and Nationalistic Pressures.

A. The Industrial Revolution
B. Rising Nationalism
C. The Two World Wars

IV. The Commonwealth of Nations

A. Britain and her Commonwealth Today
B. India and Pakistan Today
C. Kenya and other New African Nations
D. Australia and New Zealand Today
E. Canada Today
F. Unit Evaluation

V. Our Heritage of British Cultural Imprints

A. Language
B. Judicial System and Parliamentary Government
C. The Church
D. Everyday Life

GOAL #1: STUDENTS WILL EXAMINE AND ANALYZE VARIOUS GEOGRAPHIC AND HISTORIC FACTORS THAT HAVE HELPED MOLD GREAT BRITAIN INTO ONE OF THE MOST IMPORTANT INFLUENCES IN WESTERN CIVILIZATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE GEOGRAPHY OF THE BRITISH ISLES. NOTE: Section I (A, B, C) is primarily designed as background material. It is necessary for a better understanding of the course, yet must be limited in time.	A. Students will gather data on the various geographical aspects of the British Isles.	1. No doubt your students will recall some facts and skills from elementary school geography. Each student should have an individual set of maps available (be it a Geography text book or a low-priced paperback atlas). A set of wall maps or transparencies will help the teacher in giving directions and also enable students to "lead" the class in various activities. 2. Have your students study a map of Great Britain and one that shows Great Britain in relationship to the rest of Europe. 3. Discuss: a. Compare the size of Great Britain with the rest of the European continent. b. Compare the area and population of the island of Great Britain with that of the United States at the present time. (see Exploring a Changing World p. 247) c. How is the name "England" often incorrectly applied to the island of Great Britain? d. What three sections is the Island of Great Britain divided into? Examine the geographic features of each. The correct name of the country is the United Kingdom of Great Britain and Northern Ireland (although it is generally called "Great Britain" for short). Northern Ireland comprises the fourth part of the United Kingdom. 4. Assign several individual students to report back to class on the following: a. Why did Northern Ireland choose to remain with Great Britain when the Irish Free State (today the Republic of Ireland) broke away in 1921?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Why is there still unrest and strife in Northern Ireland? What controversies divide the two factions? (Use Readers Guide for some recent articles on the subject). 5. Assign other students to research the following: a. Important agricultural products of Northern Ireland. b. Manufactured exports of Northern Ireland. 6. If you are using a World Geography text, assign portions of reading in the chapter dealing with Great Britain. 7. Conduct a general map-study of Great Britain: a. Familiarize your pupils with the important cities. Are they located in England, Scotland or Wales? b. Discuss the climate and how it is affected by the surrounding oceans. c. Study an industrial, agricultural and resource map of the British Isles. d. What are Britain's major exports? What British products have we come in contact with? e. Locate the following Lesser British Islands: Orkneys; Shetlands; Hebrides; Isle of Man; Anglesey; Sicilly Isles; Isle of Wight. 8. Appoint a committee to construct a wall-sized outline map on which they can pin or scotch tape cut-outs to indicate: a. Large cities and seaports b. Various natural resources c. Industrial centers

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Agricultural products e. Centers of heaviest population 9. Discuss: a. As the widespread industrialization of the isles has curtailed agricultrual production, what food products need to be imported from other countries? b. From what countries do Britons get most of their dairy products? Grain? Meat? 10. Schedule several films on the land and the people of the British Isle (see bibliography section B - Films - sub-section c). a. If possible, preview each film and give your classes two or three questions to be answered after they have viewed the film. (Suggest that instructor give questions ahead of time so students will remain alert throughout the film). b. Follow each showing with a class discussion as to the important things the film brought out, or: c. Ask pupils to either write a resume of the film or make up a number of questions (complete with answers). These may eventually be placed in their notebook. 11. Construct a map quiz (an outline map) on which students should be able to identify the four sections of the United Kingdom, important cities and seaports, other countries close to her (such as the Republic of Ireland and countries on the Atlantic coast of the European continent. In addition, you

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		can have your pupils make up a number of objective questions concerning climate, products, exports and imports, etc.
HISTORIC DEVELOPMENT. NOTE: In addition to library materials, a world history text would be appropriate for this objective.	B. Students will examine events in early British history and describe the most important events.	1. Show the filmstrip, <u>Britain: An Enduring Heritage</u> Part 1, Guidance Associates. 2. Assign the following for student committee research (and discuss with your class after committees have made their report). a. Britains earliest settlers were Iberians; who were they and where did they come from? How "civilized" were they? b. What and where is Stonehenge? (Probably built as part of an Iberian Temple). 3. About 600 B.C. the Celts began to arrive. Discuss: a. Where did they come from? b. What is the significance the Celtic name Brython?" c. Who were the Druids and what role did this priestly caste play in ruling "Brython?" d. What were the three languages derived from the Celtic tongue? (Gaelic in Scotland, Erse in Ireland and Welsh in Wales). 4. Trace Julius Caesar's conquest of England (55 to 54 B.C.) from Gaul. (Caesar's death interrupted the conquest and it was renewed by Claudius in 43 A.D.). What was the significance of the Roman contact with England? 5. At this time, appoint a committee to make and maintain a historic "time line" on a large sheet of paper (use magic marker or colored chalk). Each student will be expected to keep up a smaller duplicate in their notebooks.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Have students research and report on the following: a. Who were the Picts and where did they come from? b. Who were the Scoti (Scots) and where did they come from? c. What role did the above groups play in British history? 7. Roman rule continued to be challenged by the Picts and the Scoti (Scots). Because of trouble within the Roman Empire they withdrew their armies in 401 A.D. and finally "released the Britons from their allegiance to Rome" in 410 A.D. 8. Nordics landed and settled during the declining years of Roman rule. Discuss: a. The coming of the Angli (English). b. The coming of the Saxons. 9. Many legends have evolved around a 6th century Christian king named Arthur and his knights. You may be able to obtain a filmstrip, have pupils conduct readings, assign book reports or encyclopedia reports on some of these legends. 10. Christianity (Catholicism) became widespread in Britain and Ireland during the 7th century. Assign some interested students to report on the early missionaries that were instrumental in converting Britain. a. Augustine and Paulinus. b. Aidan and Bede. 11. During the 8th century Vikings migrated from Scandinavia and sacked the island. Gradually they settled parts of England, converted to Christianity,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		battled against the Saxons. What influence did they have upon British history? 12. Assign research reports on: a. The Vikings. b. The Normans. c. The battle of Hastings (1066 A.D.). 13. Following almost a century of Norman rule, King Henry II left two sons to scheme for the throne. While the elder King Richard (the Lion-hearted) was off with the Crusades, his younger brother John took over the realm and incurred the displeasure of the people, the nobility and even the Pope. On June 15, 1215, he was forced to sign the Magna Charta -- the Great Charter. 14. Assign a committee to make a brief report on the above document and the circumstances surrounding the signing. a. Why did King John feel forced to sign it? b. How did this historic document change the relationship between Kings (and Queens) and the Nobility? (You will have the opportunity to spend more time on this important milestone in history in the next section). 15. It was not until James I (1603 A.D.) that the King was considered as "Sovereign of Great Britain" rather than "King of England." Much revolt and war helped shape the history of this island nation. 16. Review the section on Early History with your class

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		using the time-line as an aid. You may want to add other events to the time line, such as the following (without going into detail): a. The first Parliament is summoned by Edward I in 1295. b. The "Hundred-Years War" with France when King Edward III claimed the throne of France as well as England (1338 to 1453). c. The Plague ravages Britain (1348-1349). d. Peasant Revolt in 1381. e. King Henry VII assumes the throne (1485). First in the Tudor line. 17. To evaluate the section on Early History, you can reproduce a "time-line" listing on it the events YOU consider most important. Provide space for the students to elaborate on each of the events you have listed. 18. After discussing all the invasions of England, have each student select one invasion as the one he considers most important in terms of influence upon England. Have the student(s) defend his (their) choice.
GOVERNMENT DEVELOPMENT	C. Students will trace the development and evolution of the British Government into a Constitutional Monarchy.	1. Discuss the meaning of the following terms with your class: a. Divine Right (of Kings). b. Absolute Monarch. c. Constitutional Monarchy. d. Representative Government. e. Nobility. 2. Discuss the following question with your class: "In the days when a king held 'absolute power', what circumstances would persuade him to grant

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		greater privileges and guarantees of freedom to his supporters?" 3. The above happened several times during British history: a. King Henry I (1100-1135) whose title to the Crown was doubtful because of succession, granted special rights and privileges in a charter hoping to gain his subject's favor and retain him as king. (known as King Henry I's Charter). b. King John (1199-1216) had lost popularity with the nobility, the people and even the Pope. He was pressured by a group of Barons to sign a document (based on Henry I's Charter) called the Magna Carta in which he granted many privileges and gave many guarantees to the nobles. Some of the 63 provisions in this 'Great Charter' served as a model for the U.S. Constitution over five hundred years later. c. King Edward I (1272-1307) was personally interested in the welfare of his people and helped bring constitutional government to Great Britain. Assign several students to report to class on the provisions of the Magna Carta. (an encyclopedia will probably prove a satisfactory source). 4. Discuss: a. What is the representative body of government in Great Britain called? b. What advantages would a King (or Queen) have in working with a representative body? (King John had called a meeting of representatives from

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		his country in 1213 because it was an easier way for him to remain in contact with all parts of his realm). 5. King Edward I, previously mentioned for his work in bringing a constitutional government to the nation, codified all existing laws. He also added many criminal and civil laws and helped revise the court system. 6. Discuss: a. What is meant by "Constitutional Government?" "Representative Government?" Compare the two. b. Why was Edward I called the "English Justinian?" c. What did King Edward I mean when he said: "That which touches all shall be approved by all!" and "Common dangers must be met by measures concerted in common." (Judging by these quotations, what type of a person would you judge Edward to be?) 7. Assign several students to do some library research and report back to the class for further discussion (and explanation): a. What are the qualifications for being a member of the House of Lords at the present time? b. How does one become a member of the House of Commons today? c. What are Britain's major political parties? d. How are general elections scheduled? e. Explain: The executive branch of government is controlled (and part of) the legislative branch. f. How is a prime-minister selected?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. The King or Queen is technically the head of state in Great Britain, her Commonwealth and Colonial Territories. Explain how the monarch's function is more symbolic today. 9. Succession to the Crown is based on heredity and follows the laws of primogeniture. Parliament has occasionally altered succession and therefore, really has control over who serves as monarch of Great Britain and her Commonwealth. Discuss an example of when and why this was done. 10. Parliament's functions are: a. To make laws. b. To appropriate money. c. To impose taxes (House of Commons only). 11. Show filmstrip - Great Britain and Northern Ireland: 94D Government (Eye Gate, N.Y.) 12. Discuss: a. The role of the Queen or King. b. Which holds more power today: Commons or the House of Lords? c. Membership of each house. d. Must the King or Queen always adhere to the Constitutions? Why or why not? 13. Assign several pupils to draw reproductions of British flags: a. The Royal Standard. b. The National Flag. (Explain why the National Flag is made up of three crosses: St. George's (England); St. Andrew's (Scotland) and St. Patrick's (Ireland).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE REFORMATION.	D. Students will describe the effects of the Reformation to the beginning of British Imperialism.	1. At this time the teacher might present the class with some background information about the Protestant Reformation in Europe to set the stage for its coming to England. A good source for this period of history is <u>Queen Elizabeth: Conflict and Compromise,</u> Part 1, "Religion and Politics." 2. Allow a committee of about four students to research and debate the following: "King Henry VIII was justified in divorcing Catherine of Aragon." 3. Discuss: a. King Henry VIII felt he was a good Catholic even after he broke with the Papacy. b. The Pope had at one time bestowed the title "Defender of the Faith" on Henry because he had denounced the Protestants on the Continent. c. The Pope probably would have granted a divorce to Henry had it not been for the fear of offending Catherine of Aragon's powerful nephew Charles I. d. Henry VIII set himself up as head of the Church of England and broke away from Roman Catholicism because this was the only way he could legally divorce Catherine. At the same time, he objected to Lutheran influences in England. 4. Discuss the effects of the break with Rome (the Catholic Church) on England: a. It proved the supremacy of the State over the Church.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Henry VIII confiscated monastaries and other church-held properties sharing them with members of the nobility. This increased his popularity and assured support of those who benefited from his actions. c. He permitted the publication of Bibles translated into English and approved the use of English in church services. d. His break with Rome also caused increased enmity with the major Catholic powers such as France, Spain and Portugal. e. Since these aforementioned powers were now engaged in exploration, especially in the New World. (The Pope had divided the world between Spain and Portugal with the demarcation line). England stubbornly entered the race for new lands and the "passage to Asia" that explorers were still seeking. f. Since trade with the European (Catholic) countries had ceased, merchants were now seeking new trade outlets. 7. Henry VIII was succeeded by his son Edward VI, and later by Mary, his devoutly Catholic daughter (by Catherine of Aragon) who unsuccessfully attempted to return England to the Roman Catholic Church. 8. Have the students write a brief essay explaining how the Protestant Reformation in England contributed, in part, to England's new role of expansion beyond her borders.

GOAL #2: STUDENTS WILL INVESTIGATE THE EXPANSION OF THE BRITISH EMPIRE THROUGHOUT THE CONTINENTS OF THE WORLD AND EVALUATE THE STRATEGIC AND ECONOMIC IMPORTANCE OF EACH PART THEREOF.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. BRITANNIA RULED THE WAVES: COLONIAL EXPANSION. NOTE: An excellent source for this goal is Queen Elizabeth: Conflict and Compromise, Parts 1 and 2.	A. Students will evaluate the effect of the defeat of the Spanish Armada on English Expansionism.	1. The third child of Henry VIII to ascend the throne of England was was Elizabeth (the offspring of his marriage to Anne Bolyn). During his reign, Henry VIII had already begun to expand his navy and Elizabeth continued to encourage world trade and exploration. Show the filmstrip, Britain: An Enduring Heritage, Part 2, Guidance Associates. 2. Ask pupils to research and identify the following men and their accomplishments: a. John Hawkins' Syndicate (Slave Trade). b. Martin Frobisher's Cathay Company. c. Anthony Jenkinson's Russia Company. d. Sir Francis Drake's Venture (and how his adventures contributed to the growing conflict with Spain.) 3. Show film: Sir Francis Drake: The Rise of English Sea Power. 4. Discuss Philip II's plan to invade England and restore Catholicism there. a. What strategy did the English use in defeating Spain's mighty Armada? (Heavy cannons at close range). b. What dealt the final blow to the Armada's defeat? (Storms). c. How did this Spanish defeat affect English sea power? (The English navy became the most powerful in the world.) 5. Discuss the implications of the defeat of the Armada: a. How did it nullify the Papal Bull which divided

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		the world between Spain and Portugal? b. How did it give England a free hand in beginning a policy of imperialism? 6. After Elizabeth's death, she was succeeded by her nephew, James I of Scotland (son of Mary Stuart, the Catholic heir to the English throne who was beheaded under Elizabeth's reign). a. James I stormy reign did succeed in uniting Scotland and England. b. He authorized a new translation of the Bible henceforth known as the "King James Version" (an interested student may wish to report on this). c. His attempts at authoritarian rule were greatly resented by the people. 7. Briefly discuss the following facts with your class: a. During JamesI's reign, he chartered two successful Virginia companies. Jamestown was founded in his name. b. The New England Colony was established when a ship of Pilgrims accidentally landed in Plymouth instead of Virginia. c. Settlements were also made in Bermuda, New Foundland and the West Indies. d. Trading posts were established at that time on the other side of the globe (India) in Bengal, Madras and a factory built at Surat near Bombay.
AMERICAN COLONIES.	B. Students will gather facts about British colonization in America.	1. With the help of your students, locate British settlements in the West Indies (1603-1666). a. The Bermudas. b. The Guiana colonies. c. St. Christopher ("St. Kitts").

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
22		d. Nevis, Monserrat and Antigua. e. Barbados. f. Jamaica. 2. The North American Colonies (1607-1733): Most of your students will be familiar with some of the facts (give several examples) concerning the establishment of the 13 North American Colonies settled by the British. Review some of these facts: a. With the help of your students, list the names of these colonies. b. Determine which were the most important - list and discuss the reasons for settling each colony, i.e. religious, economic, political, etc. (most U.S. history texts will provide you with this information). 3. Discuss: a. What were some of the reasons the Americans felt they had to sever relations with the "Mother Country?" (see the Declaration of Independence) b. Judging by previous political activities in Europe (that you have discussed in class), why were France and Spain so willing to assist the colonists in their fight? c. Acts of King George III were generally cited as reasons for the "break"; ask a committee of two or three students to research - whose acts these were, King George's or Parliament's. d. Where was the last decisive battle fought, and how did the Treaty of Paris (1783) affect Spain and France?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
23		4. In spite of the defeat at the hands of the American colonists, British seapower continued to grow because she concentrated her efforts into naval rather than land forces. This remained Britain's main source of strength throughout the next 100 years. Why was England committed to maintaining a strong navy? 5. In 1800 (during the reign of George III) Ireland was united with England; the Irish parliament was dissolved. This was a result of strife in Ireland and an attempted invasion by France. 6. Have the students review or read about French exploration in North America. 7. French Cardinal Richelieu helped found the Company of New France (1627). Ignoring English claims, the company was granted exploration rights "from Florida to the Arctic Circle." What would you imagine to be the English reaction to this? 8. In 1713 the Treaty of Utrecht was signed, ending a bloody European conflict. Among the treaty's provisions France surrendered her claims to Hudson's Bay, Newfoundland and Nova Scotia to the English. 9. Discuss the implications this had on the future of a <u>British</u> Canada. 10. Discuss the strategic importance of another part of the Treaty of Utrecht in which Spain ceded Gibraltar to Britain.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		11. Trace the events of the Seven Years War between France and England in North America (known as the French and Indian War in U.S. History books). a. What were the underlying causes of the conflict? b. Early British defeats (General Braddock). c. William Pitt's contribution to a British victory. d. The fall of Fort Duquesne and the French defeat at Ticonderoga. e. The decisive fall of Quebec and Montreal. f. The Treaty of Paris (1763). 12. Assign individual reports on: a. General James Wolfe. b. Marquis de Montcalm. c. Benjamin Franklin. d. William Pitt. 13. Review the main events with your class that led to control of Canada by the British. 14. Emphasize the importance of growing British sea power during the Napoleonic wars with France (1803-1815) and the was with the U.S. (1812-1815). 15. Briefly mention the circumstances surrounding Napoleon's defeat at Waterloo. You may wish to assign student reports on the subject. 16. Have several students research the emergence of Canada from colony to Dominion to Confederation to independence and report back to the class. Have the class respond to this report by citing similarities and differences between the development of Canada and the United States.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		17. Point out the areas of Canada that were populated mostly by French settlers. Discuss the fact that their language and culture have persisted into the present time.
INDIA AND OTHER ASIAN COLONIES.	C. Students will gather data on British colonization of India and other colonies in Asia.	1. Engage in some preliminary map study of the Indian sub-continent. a. What nations and oceans do India and divided Pakistan border? b. List the provinces and major cities. c. What are the sizes of their populations and how are they concentrated?
		2. You may wish to devote more sessions to some background material concerning the Indian sub-continent. Below are a number of topics that you may have individual students (or small committees) research and present to the class. a. Indo-European languages (including Sanskrit). The many languages of India and their relationship to other European tongues. b. The caste system and its role today. c. Hinduism or Brahmanism: A way of life. d. Buddhism: The teachings of Gautama e. The Moslem conquest (8th to 14th century) and its effects on political life today. f. The Taj Mahal. g. The Ganges River.
		3. Show films: India's History: Early Civilization. India's History: Mogul Empire to European Civilization. The Ganges River. See Bibliography Films (e)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Portugal had already penetrated trade with India and established herself as the most important European influence. a. During the first quarter of the 17th century, British ships successfully defeated the Portugese who had for years closed Indian ports to others. b. In 1615 a trade agreement was reached between England and the Mogul Emperor. c. Additional trading posts were established by the British East India Company. 5. Discuss the following with your class which influenced British policy: a. The Mogul Empire of India was in danger of deterioration because of advances made by the war-like Mahrattas (Marathas). b. Inroads made by the French East India Company. c. War between England and France that spread to other parts of the world where both countries had interests (the French and Indian war in America) including India. 6. Assign individual or group reports on the following personalities: a. Joseph Francois Dupleix of the French East India Company, who first attempted conquest of India by a European power. b. Robert Clive who succeeded in defending the British foothold in India against the French. 7. After 1815 the British grip on India continued to grow. Governor Generals were appointed, revolts

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		suppressed, natives organized into armies under British officers. In 1877 Prime Minister Benjamin Disraeli had Queen Victoria of Britain also declared Empress of India. (This supposedly inspired the loyalties of her Indian subjects. British Viceroys ruled this greatest of all European colonies.) Until World War I any nationalistic movements were minor in scope and quickly suppressed by Britain. 8. In order to give your students a general idea as to other British expansion into the Far East, ask for brief reports on the circumstances surrounding the acquisitions of each of the following: a. Singapore. b. Hong Kong. c. Malaya. d. Borneo. e. Burma. f. Ceylon.
43 AUSTRALIA AND NEW ZEALAND.	D. Students will gather data on the colonization of Australia, New Zealand and nearby islands.	1. Engage in some preliminary map study of Australia, New Zealand and nearby islands. a. List the six states of Australia and their respective capitals. b. What is the status of "territories?" 2. Existence of this island continent had been theorized by the ancient Greeks, but the first European to actually sight this continent was a Dutch explorer named Willem Janszoon in 1606. 3. Assign a small group of students to research and report on the voyages of James Cook who charted

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
28		much of the Pacific Ocean. 4. Discuss: a. Why did New South Wales seem an ideal place for a British Prison Colony? b. Why were some prisoners separated to the island of Tasmania and Norfolk Island? (Security reasons). 5. Individual or committee report: How did a highly repressed prison colony develop into the freest community under the British flag? 6. Discuss: a. Rapid colonization of Australia from the British Isles. b. The importance of the discovery of gold on colonization. 7. Western (1829) and South Australia (1836) were founded as free colonies. Victoria became a separate colony in 1851; six weeks later, gold was discovered. a. How did this event affect immigration from the British Isles? b. Compare the Australian gold-find with the discovery of gold in California and Alaska (as to influx of people, rise in crime, shortages and high prices.) 8. Assign reports on the war-like Maori tribes of New Zealand.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. How did white convicts manipulate them to make trouble? b. Why did Britain feel compelled to annex New Zealand? c. What were the provisions of the Treaty of Waitongi? 9. Ask students to write a paragraph contrasting the absorbtion of Australia into the Empire with that of India.
AFRICAN COLONIZATION.	E. Students will gather data on British colonization on various parts of Africa.	1. No study of British imperialism would be complete without mentioning two prime-ministers who contributed to the growth of the Empire. Assign reports on the contributions of these two men. Encourage book-reports on biographies and discuss their lives, and conduct class discussions on their achievements. a. Benjamin Disraeli b. William E. Gladstone 2. Locate the Suez Canal on your map. Discuss: a. Why was the canal vital to trade between Europe, India and the Far East? b. How did it become one of the "life lines" of the Empire? c. Why is the canal considered of vital importance to the U. S. interests today? 3. Show film <u>The Suez Canal</u> (see Bibliography i.e. Misc.). Ask pupils to take notes. 4. Explain the circumstances under which Disraeli acquired the canal for Britain and how it led to the British control of Egypt.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
30		5. Appoint a panel of students to report briefly on the acquisition of other African holdings, including: a. The Sudan. b. The Cape Colony and the Boer War (South Africa) c. Nigeria. d. Rhodesia. e. British East Africa (Kenya). 6. Locate a map of Africa showing the extensive British interests there at the turn of the nineteenth century (Lunt, W.E. History of England, New York, Harper Bros., 1947 page 712). Ask your class to list the names of British colonies and possessions and their importance to the Empire. 7. In 1890 Germany and Britain partitioned East Africa thus forming Tanganyika and Kenya. Uganda had already been explored and many missionaries had been active there. 8. Appoint a committee to report on the Uganda Railway: a. Where was most of the track of this railroad located? b. What effect did it have on the settlement of white colonists in Kenya? c. What were the activities of the British East Africa Company? 9. Ask your classes to write a composition briefly outlining the reasons why the African continent (more than any other) has been a favorite place for colonization by European nations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Show Film European Expansion: Its Influence on Man. (see Bibliography: Films, Part b) Discuss the film. 11. Ask pupils to briefly explain (in writing) the motto popular in Britain during the last century: "The sun never sets on the British Empire."

GOAL #3: STUDENTS WILL FORMULATE HYPOTHESES AS TO HOW ECONOMIC AND NATIONALISTIC FACTORS HAVE BROUGHT ABOUT MAJOR CHANGES IN THE RELATIONSHIP BETWEEN BRITAIN AND HER FORMER COLONIES AND DOMINIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
III. ECONOMIC AND NATIONALISTIC INFLUENCES.	A. Students will describe the effects of the Industrial Revolution to Britain's policies of imperialism.	1. Ask your students to find the meaning of the following words: a. Colony b. Dominion c. Territory d. Protectorate e. Trusteeship f. Sovereign (Independent) State g. Condominium 2. The gradual change from colonial power to common- commonwealth of nations involved many factors; ask your students to give THEIR interpretation of the terms "Colonial Empire" and "Commonwealth of Nations." 3. In this change that took place between 1815 and 1943.... a. What specific factors can your students suggest that may have contributed to this change? b. What were the motives of the Mother Country (Britain) in granting more and more self-rule to many of her colonies? 4. Have the students cite examples of the so-called Industrial Revolution in England. Show the filmstrip, Industrial Revolution, EBEC. 5. Discuss: What factors existed in England that were conducive to the change from hand-work to machine? 6. Assign students to report on some of the early British inventions that began the process of industrialization in the textile industry.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. John Kay's Flying Shuttle. b. James Hargreaves' Spinning Jenny. c. Richard Arkwight's Water Frame. d. Samuel Crompton's "Mule". e. Edmund Cartwright's Power Loom. f. James Watt's Steam Engine. 7. Discuss how the need for more raw materials (because of improved manufacturing methods) affected the need for more colonies. 8. Divide the class into discussion groups and ask them to attempt to provide answers to the following: a. How does industrialization affect the standard of living of a country? b. What type of a country would benefit the most from industrialization? c. Is England, as the United States, still in the process of industrializing? Are there any nations not yet involved in this "Revolution?" Explain. 9. Discuss each of the following questions with your students: a. How did the policy of imperialism help provide raw materials for an industrialized Britain? b. How did the policy of imperialism help provide markets for British manufactured products? c. How did Britain's superiority on the seas help in the trade between the Mother Country and the colonies?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
RISING NATIONALISM.	8. Students will compare rising feelings of nationalism to the greater autonomy granted to the colonies.	1. Explain and discuss the word "nationalism." a. What identifies a group as a "nationality?" What gives people a feeling of belonging to a certain national group? Example: Common cause, language, problems, etc. b. Why do some groups have stronger feelings of nationalism than others? c. What events seem to cause nationalism to rise? d. In what way can nationalism be a positive factor? How can it become dangerous and destructive? 2. Discuss how "humanitarian" changes in the British (and American) people during the 19th century brought about changes: a. How did the abolition of slave trade under the British flag (1807) affect the relationship with African colonies? b. How did various missionary societies alter the image of the British in her colonies? c. What did the lowering of restrictions on trade between the colonies and other nations ("free trade") contribute to the economic status of the colonies? 3. As more immigrants from the British Isles settled in the colonies, they attempted to shape them more in the image of the Mother Country. Assign a capable student to report on Edward Gibbon Wakefield (of the Colonization Society) on what he called "Systematic Colonization." 4. In question (1.c) your class should have concluded that wars usually cause a marked rise in nationalism.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Ask your students to consider the effects of World War I and World War II upon British nationalism, upon nationalism in British possessions. 5. Ask your class to debate which alternative would have been more beneficial to Britain in the face of rising nationalism in her own colonies: a. To suppress it and keep the colonies subdued, or b. to grant them greater autonomy and treat them on the basis of an "equal partnership?" c. Another alternative? Which of these was followed? Discuss the implications had the other alternatives been used.
THE GREAT WORLD WARS.	C. Students will deduce (from facts studied) how and why the two World Wars helped bring about the dramatic change from Empire to Commonwealth.	1. Shortly before the first World War (1914-1918) many social reforms took place in Britain. For example, an old age pension for people over 70 was established in 1908. Several hundred labor exchanges (employment services) were established in 1909 to assist with jobs. Compulsory workmen's health and accident insurance was implemented to help pay for medical service and subsistance for workers who were ill. Unemployment insurance was limited to certain trades. This liberalism also filtered down to some of the colonies. a. Africa: Self-government was granted to the Union of South Africa, Transvaal and the Orange Free State (they all voted to combine into one state -- the Union of South Africa (1910). b. India: Legislative councils were opened to natives. A limited number of educated

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		natives were granted the right to vote and elect certain officials. India was still responsible to the British Parliament, and agitation for more self-rule was steadily increasing. 2. In August 4, 1941, Britain entered into World War I. Discuss: a. With millions of volunteers or "drafted" men from the colonies and from self-ruling dominions fighting side by side with men from the Mother Country, a change in the relationship with the colonies was bound to result. How do you think this relationship was affected? b. How do you think raising and organizing an army to fight for Britain's cause affected the feelings of the people in the colonies? c. How did the war strengthen the British Empire? 3. As Germany and Turkey were among the losers of this war, German colonies were divided up among the victorious allies, many of which went to Britain in one form or another. Parts of Turkey in the middle east (such as Palestine -- today's Israel and Jordan) became British mandates as part of the peace treaty of Versailles. 4. The term "British Commonwealth of Nations" made its appearance after the war. Discuss the meaning of the term "Autonomous countries." 5. World War II broke out in September, 1939. Shortly thereafter Britain found herself alone in facing the mighty Nazi war machine.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Assign a panel of students to research encyclopedia and books to briefly report on the World War II contribution of each of the following Commonwealth countries: a. Canada b. Australia and New Zealand c. Union of South Africa d. India 7. Select from among the films in section (1.a) in the bibliography section dealing with the war period. Winston Churchill, a professional film in two segments (by Wolper) is especially recommended to give insight into the World War II period. 8. After the second World War, the word "British" was dropped from the title "British Commonwealth of Nations" since the character of this "club" had changed 9. Ask your pupils to write a paragraph on each of the following: a. List as many factors (as you can recall) which were instrumental in bringing about major changes between Britain and her colonies and Dominions. b. Why can the two World Wars be called the "turning points" in the relationship between Britain and her colonies effecting a change from "Empire" to "Commonwealth."

GOAL #4: STUDENTS WILL CONTRAST THE FUNCTIONS OF YESTERYEAR'S COLONIAL EMPIRE WITH TODAY'S COMMONWEALTH OF NATIONS AND ESTIMATE BRITISH INFLUENCE ON THE GROWTH AND DEVELOPMENT OF EACH MEMBER NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. THE COMMONWEALTH OF NATIONS. BRITAIN AND HER COMMONWEALTH.	A. Students will gather information on present day life in England.	1. The character of the British Empire to Commonwealth has changed dramatically. Though Britain was on the victorious side in both world wars, her economic problems were tremendous at the end of World War II. Compare the economic status of Britain (the victor) with that of Germany (the loser). (Assign a group of students to report vital statistics on both countries during the past year, such as exports, gross national product, average income, etc.) 2. Assign students to research and report on the problems Britain faced after the war by being excluded from the Euromart (Common Market). (At this writing, Britain is still not a member....but by her own choice now!) What is Britain's status in the Euromart this year? What advantage would it be to Britain to join? How would this affect the Commonwealth? Why do the member nations not want Britain as a member? 3. This is the proper time to begin to use a set of recent World Geography Texts (see Bibliography) in order to go into some detail as to present-day developments in the Commonwealth Nations. Please make extensive use of film and filmstrips which will help you greatly in achieving a better insight into these nations. Look into the Bibliography section on film and filmstrips. 4. Ask for a committee to volunteer to visit a local travel agency and bring back posters, folders and information on travel to Britain.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. If your school library has a record collection, try to obtain such records as "God Save the Queen", "Rule Britania" or any other English, Irish, Scotch or Welch music for your classes. 6. Discuss news articles (brought in by your students pertaining to current happenings in Britain.) 7. Schedule as many films as you are able to out of Bibliography section 1.c dealing with current life in the British Isles. 8. Ask your students to prepare a short essay describing a make-believe trip through parts of the British Isles.
INDIA AND PAKISTAN.	B. Students will investigate current life in India and Pakistan and contrast it with that of colonial times.	1. Assign reading on India and Pakistan in your set of Geography texts, confining assigned material to modern times. 2. Show films and filmstrips dealing with Gandhi and Nehru as well as those dealing with life today. (see Bibliography 1.e India.) 3. Discussion subjects: a. Was Gandhi's "Passive Resistance" the best way in which to achieve his goals? b. Why is there still friction between India and Pakistan today? 4. Ask students to construct a resource chart showing India's natural wealth. 5. Assign group reports on any of these subjects:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Can India and Pakistan's population explosion be controlled? b. Why is communism growing in India? c. Though it is illegal today, can the caste system really be eliminated? d. How does India's government function today? (refer to periodicals through Reader's Guide) 6. Assign related readings in text. 7. See films: India: Asia's New Voice; Welcome to Bangkok and/or A Hindu Family. 8. Using the class map (and individual maps) explain the geographical division between India and Pakistan. 9. Assign reports on any of the following: a. How does the Government of East and West Pakistan differ from that of India? b. Compare Pakistan and India economically. 10. Ask pupils to write a paragraph contrasting the India of Empire days and the India of today. List the most immediate problems facing that sub-continent.
KENYA AND OTHER AFRICAN NATIONS.	C. Students will gather information about conditions in some of the new African nations, and be able to predict future development in at least one of these.	1. Using your geography text's section on Africa, ask your students to list all the new African nations and its previous status as a British colony. Which were parts of the old "empire?" Which are part of the Commonwealth of Nations today? 2. As a typical "new nation" select Kenya for closer study. Show film Kenya: The Multi-Racial Experiment. (see Bibliography 1.e Africa).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Discuss the film and ask students to write a paragraph about the aspects of this country they felt were extremely positive as well as those they felt were extremely negative. 4. Discussion questions: a. Who owns most of Kenya's farm land? b. Do you think native leaders are justified in trying to demand the return of farmlands from the descendants of British settlers? c. Compare the bi-racial society of Kenya with that of Zambia. 5. Assign students to research current information from periodicals (see Reader's Guide) on the following: a. Stability of Government (in Kenya). b. Export and import products. c. Economic ties with Great Britain. 6. Why have some of the new African nations been among the prime targets of Soviet or Chinese infiltration? Why do the communists consider these nations as "good prospects" for their political ideas? 7. Three nations have contributed a great deal through technical assistance. If time allows, ask students to report on the extent of assistance to the new African nations by: a. The United States. b. The U.S.S.R. c. Israel. d. Red China.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Based on what your class has studied and discussed, ask each student to write a paragraph describing their personal predictions (as specific as possible) titled "Kenya - twenty years from today."
AUSTRALIA AND NEW ZEALAND.	D. Students will describe conditions in Australia, New Zealand, and Canada today.	1. People have observed a great deal of similarity between Australians and Americans. Discuss with your class how they think these similarities developed (include ancestry, colonization, a wilderness to conquer, etc.) in the characters of both nationalities.
		2. Compare Canberra, the national capital with Washington D.C. in these ways: a. Neither are a part of any state. b. They are planned cities. (Canberra was designed by Chicago architect Walter B. Griffin in 1911).
		3. Australia's population is about 12 million people, half of which live in urban areas on the coast. The population density is about 3.9 people per square mile. (Compare with 51 in the United States). Discuss: Why is Australia encouraging immigration from other nations? How many Americans are moving to Australia each year? Why?
		4. Using your geography text as a resource, discuss the importance of the following industries: a. Sheep farming (wool). b. Agriculture (wheat, sugarcane, fruit). c. Mining (Zinc, iron and petroleum).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Discuss with your students the reasons why Australia is a geographical link between Asia and the West. 6. New Zealand is closely tied to Australia and there is a great similarity between the people. Using a Reader's Guide, ask a student to make a report on life in New Zealand today. 7. Show films Australia Today, and Changing Matilda: The New Australia.
CANADA TODAY.		8. Assign a report on the following: a. What ties does Canada still have with Britain? b. How long has Canada had a separate government? Describe how it functions.
UNIT EVALUATION.		9. The Commonwealth of Nations covers about 25% of all land areas. In thinking back over the material covered, discuss with your class how a small island such as Britain was able to exert such a positive influence throughout the world. 10. Ask students to write a composition listing the implications of belonging to the Commonwealth of Nations. a. Do all nations belonging benefit or only Britain? b. Are ties economic only or cultural as well? 11. The "British Imprint" on her former colonial empire has not always been an advantageous one. Ask your students to list the ways in which colonialism can exploit a land. Give examples.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		12. Ask your students to compare how the colonies served the Mother Country as compared with mutual benefits derived in belonging to the Commonwealth of Nations. 13. Show filmstrip, Britain: An Enduring Heritage, Part 3, Guidance Associates.

GOAL #5: STUDENTS WILL EXAMINE DIFFERENT CULTURAL FACTORS AND EVALUATE THE EXTENT TO WHICH BRITISH INFLUENCE HAS LEFT ITS MARK UPON WESTERN CIVILIZATION, INCLUDING OUR OWN NATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. OUR HERITAGE OF BRITISH CULTURAL IMPRINT: LANGUAGE	A. Students will examine how the English Language has acted as a cultural tie between the United States and Britain.	1. Trace the English language to the Anglian and Saxon as well as Latin influences (refer to section I. B, Historic Background. English borrows heavily from other languages it comes in contact with, attaching native prefixes and suffixes. The history of the English language is divided into three time-periods of development: a. .... to 1100 AD (Old English) b. From 1100 to 1500 AD (Middle English) c. From 1500 to the present (Modern English) 2. Discussion: a. What was the language spoken by most of the thirteen English colonies in America? b. In spite of their anger at being mistreated by Parliament and King George III, how did most colonists really feel about the "Mother Country?" Why? c. How many cities and states can your students list that were named after places in England? d. In the course of United States history, how have U.S. relations with England been (with a few exceptions, such as the War of 1812)? 3. How does a common language affect the following: a. Tourism between the United States and England. b. Exchange of cultural and entertainment programs (i.e. T.V., radio, films, lectures, etc.) c. Literature, magazines, technical publications. d. Exchange of students, teachers, scientists, etc. e. Humor (overstatement (U.S.), understatement (English).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Select films dealing with English literature from the Bibliography section on films, section 1.c. Discuss their influence on our own thought. 5. Ask students to write a paragraph discussing the ways in which a common language has tied the two nations together.
JUDICIAL AND PARLIAMENTARY SYSTEM.	8. Students will compare the judicial and parliamentary system of Britain to that of the United States.	1. The judicial system of the colonies was established by the colonists from England. 2. Discuss: While laws are constantly changed and amended, where did the basic laws of a nation come from? (it is usually adapted from another or preceeding civilization). 3. Most of the basic American laws date back to the early English Common Law. Assign students to research the following: a. English Common Law (what is it?) b. Common Law Courts. c. Origin of the office of Sheriff. d. Origin of the office of Coroner. e. Origin of the office of Justice of the Peace. 4. The most important book on the laws of England was published between 1765 and 1769 by William Blackstone. Assign a student to report on this famous book. 5. While American laws are based on English Common law...where did English Common Law originate?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. If possible, invite a local attorney to speak to your classes on the relationship of the two legal systems, or you may have students interview a friend or relative (attorney) on this subject. 7. Select students to research and compare the following aspects of British and American representative government: Britain / United States a. Parliament / Congress b. House of Lords / Senate c. House of Commons / House of Representatives d. Prime-minister / President e. Two major political parties / Two major political parties 8. Where did these terms used in the United States originate? a. County; County Council b. Mayor (Lord Mayor) 9. Summarize the relationship between the English and American Judicial system.
EVERYDAY LIFE.	C. Students will cite examples of British heritage in our every-day life.	1. The "British Imprint" on our every-day life is clearly evident. Assign students to collect evidence in different areas: a. The foods we eat. b. Our customs and superstitions. c. The way we celebrate some of our holidays. d. Religion in the United States. e. Our educational system. f. Our Judicial system

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		g. Our government. h. Early dances and music to rock, Beatles and long hair. i. Early fashion to the mini-skirt. j. Military alliances. 2. Plan this presentation as a culminating activity for this unit. It could take the form of a class party with appropriate refreshments (fish and chips) served in newspaper cones, tea and crumpets, etc. Enlist the co-operation of your Home-Economic teacher). Include old and new music that has achieved popularity in both countries.

MATERIALS:

A. SUGGESTED STUDENT MATERIALS:
(World Studies Textbooks, Florida State Adopted for Jr. High Schools)

Good, John M. Shaping the Western Society. New York: Holt, Rinehart and Winston, Inc. 1968.

James, P.; Whipple, G. and Weiss, M. Man on the Earth. New York: The Macmillan Co. 1971

*James, Preston and Davis, Nelda. The Wide World. New York: The Macmillan Co., 1967

Jones, S.B. and Murphy, M.F. Geography and World Affairs. Chicago: Rand-McNally Co., 1971

Kohn, C.F. and Drummond D.W. The World Today. New York: McGraw-Hill Book Co., 1971

Oliver, Carl and Sobel, Robert. Our Changing World. River Forest, Illinois: Laidlaw Brothers 1969.

Saveland, Robert. World Resources. Boston: Ginn & Co. 1968.

(Non-adopted books)

Educational Development Center. From Subject to Citizen. (Units 1-4) Chicago: Denoyer-Geppert, 1971.

*Gould, Kenneth M. and Gross, Richard E., eds. The Commonwealth of Nations. New York: Scholastic Book Services, 1970.

Jackson, Sydney W. The English Reform Tradition 1790-1910. Spectrum Social Studies School Service.

Lunt, W.E. History of England. New York-London: Harper Brothers, 1947.

Williamson, J.A. The British Empire. New York: Macmillan & Co. Ltd. 1960.

* recommended

B. TEACHER REFERENCE:

Gipson, Lawrence H. The British Empire Before the American Revolution, 15 vols. New York: Alfred A. Knopf, 1938-1970.

Marcus, G.J. The Age of Nelson. New York: The Viking Press, 1971.

Winks, R.W., ed. The Age of Imperialism. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

C. AUDIO VISUAL

1. Films (available through Dade County)

a. History of England:

Drake, Sir William Francis: The Rise of English Sea Power	29' BW	EBEC	1-31042
English History: Absolutism and the Civil War	11 C	Coronet	1-05180
English History: 19th Century Reforms	14' C	Coronet	1-12565
English History: Restoration and the Glorious Revolution	11' C	Coronet	1-05181
King Edward VII of Great Britain	5' BW	Pathe	1-05114
King George VII Dies	5' BW	Pathe	1-05115
Man of the Century: Churchill (part 1)	24' BW	McGraw-Hill	1-31002
Man of the Century: Churchill (part 2)	24' BW	McGraw-Hill	1-31004
Rise of English Socialism (Part 1)	28' BW	McGraw-Hill	1-31483
Rise of English Socialism (Part 2)	28' BW	McGraw-Hill	1-31485
Churchill, Winston (Part 1)	26' BW	Wolper	1-31575
Churchill, Winston (Part 2)	26' BW	Wolper	1-31576
Churchill: Champion of Freedom	22' BW	UW	1-12400
Churchill Retires	5' BW	Pathe	1-05119

b. History: England in World History:

Industrial Revolution	11' BW	EBEC	1-03524

European Expansion: Its Influence on Man.				1-92007-2
Man and the Industrial Revolution				1-92008-0

c. The Land and the People of the British Isles.

Great Britain: Its Geographical position.	11'	BW	British Info.	1-04642
Introducing the United Kingdom	22'	BW	UW	1-11869
United Kingdom: England and Wales	13½'	C	Coronet	1-11872
Classical Scotland	10'	C	Av-Ed	1-105176
Highlands of Scotland	8'	C	Av-Ed	1-04615
Wales	28'	C	Walt Disney Prod.	1-31434
Britain a Changing Culture	24'	C	McGraw-Hill	1-31749
British Isles - The Land and the People	10'	BW	Coronet	1-04625

d. Language, Literature:

English Literature: The Story of its Development	11'	BW	Coronet	1-01148
England: Background of Literature	11'	BW	Coronet	1-04641
Shakespeare, William	23'	BW	EBEC	1-30886
Shakespeare's Theater	14'	C	TFC	1-11827
Shakespeare's Theater: The Globe Playhouse	18'	BW	Univ. of Calif.	1-11825

Kidnapped (R.L. Stevenson Novel)	42'	BW	Limited	1-40052

Also see in catalogue under Tales from Dickens for several different excerpts from motion pictures depicting England in Dickens' times.

e. Colonies and Commonwealth Nations:

INDIA:

India: Asia's New Voice	17'	BW	McGraw-Hill	1-12053
Ganges River, The	18'	BW	McGraw-Hill	1-12048
Nehru: Man of Two Worlds	25'	BW	McGraw-Hill	1-31362
Pakistan: Its Land and Its People	18'	BW	McGraw-Hill	1-12061
Welcome to Bangkok	16'	C	Wayne Stak	1-12039
A Hindu Family	10'	BW	EBEC	1-04766
Mahatma Gandhi	19'	BW	EBEC	1-12467
Gandhi is Assassinated	5'	BW	Pathe	1-05124
India's History: British Colonies to Independence	11'	BW	Coronet	1-05210
India's History: Early Civilization	11'	BW	Coronet	1-05211
India's History: Mogul Empire to European Civilization	11'	BW	Coronet	1-05212

AUSTRALIA:

Australia	22'	C	EBEC	1-12909
Australia: The Land and the People	16'	C	Coronet	1-12360
Australia Today	34'	C	NFP-Aust.	1-30968
Changing Matilda: The New Australia	24'	C	EBEC	1-12909

CANADA:

Canada: Geography of the Americas	14' C	Coronet	1-12158
Canada: Industrial Provinces	16' BW	EBEC	1-12165
Canada: The Atlantic Provinces	16' BW C	EBEC	1-12159
Canada: The Pacific Provinces	16' BW	EBEC	1-12169
Canada: The Prairie Provinces	16' BW C	EBEC	1-12169
Canadian Rockies	11' C	Bailey	1-04814
Terra Nova (Newfoundland)	19' BW	NFB-Canada	1-12186
Trans-Canada Journey	29'	NFB-Canada	1-31183

WEST INDIES:

West Indies	11' BW	EBEC	1-04848
West Indies: Geography of the Americas	10' BW	Coronet	1-04850
West Indies: Lands in Transition	17' C	Hoefler	1-12636

AFRICA:

Kenya: The Multi-Racial Experiment	19' C	McGraw-Hill	1-13453
Sierra-Leone Story	14' BW	Contemporary	1-12636

MISCELLANEOUS:

Gibraltar	11' C	Firth	1-05195
The Suez Canal	11' C	Coronet	1-04642
Britain and Her Empire	17' BW	McGraw-Hill	1-12970

2. Filmstrips:

Britain: An Enduring Heritage. Guidance Associates, 3 parts, sound.

The British Isles (Series of 6 filmstrips)

1. The United Kingdom: A Green and Pleasant Land
2. Village, Town and City in the United Kingdom
3. Industry and the United Kingdom
4. The United Kingdom and the Sea
5. The United People of Great Britain and Northern Ireland
6. The Republic of Ireland and its People

Encyclopedia Britannica Educational Corporation

England (MMK-115C) Sound and Text. Valiant IMC, Hackensack, N.J.

Great Britain (set of 4 with records)

1. The Roots of England
2. Medieval and Elizabethan Era
3. Building the Empire
4. Twentieth Century England

Educational Reading Service, Mahwah, N.J.

Great Britain and Northern Ireland (Series of 9 strips and casettes)

1. The Geographic Background
2. The Historic Background
3. The British People
4. Government
5. Mineral Resources

6. Industries and Product
7. Transportation, Communication, Currency and Banking
8. London - Nerve Center of Britain
9. Important Cities

   Eye Gate, Jamica, New York

Great Episodes in British History (Series of 6 filmstrips)

1. The Norman Conquest
2. Magna Carta
3. The Spanish Armada
4. The Puritan Revolution
5. The Bill of Rights
6. The Industrial Revolution

   Encyclopedia Britannica Educational Corporation

Winston Churchill: The Man of the Century. Guidance Associates, 2 parts, sound.